

Student Name _____

Teacher Name _____

School _____

System _____

ACH



TENNESSEE

Tennessee Comprehensive Assessment Program

Achievement Test ~ Grade 7

Practice Test

Version B



The Pearson logo consists of the word "PEARSON" in a white, bold, sans-serif font, centered within a solid black rectangular background.

PEARSON

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Introduction

What is the TCAP Achievement Test?

The TCAP Achievement Test is a multiple-choice test designed to measure student achievement in certain skills in four content areas: Reading/Language Arts, Mathematics, Science, and Social Studies . The questions in this practice test are examples of items used in the actual test .

What are the questions testing?

Questions are written to test student performance in state content standards . The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education . These Standards and Performance Indicators are listed on the State Department of Education Web site at <http://www.state.tn.us/education/curriculum.shtml> .

Who will be tested?

All students in grades 3 through 8 will be tested .

How long will the tests take?

The length of the tests will vary, depending on the grade level . The time limits are generous and allow most students time to finish . Extended time limits only apply to students who are eligible for special or English Language Learner (ELL) accommodations .

How will the tests be scored?

The test answers will be machine scored . Results from the test provide information about how well students performed on the content being tested .

May calculators be used?

Calculators may be used on Part 1 and 2 of the mathematics portions of the TCAP Achievement Test (grades 3-8) as per system policy .

Which test accommodations may be used?

The TCAP Achievement Test may be administered using various procedures that are used during the student's daily educational program . Certain conditions must be met for students to be eligible for Special and ELL accommodations .

What is the purpose of the practice test?

In a classroom learning session, these questions can be used to prepare students for the actual test . Teachers can use the practice test to help familiarize students with the format of test questions and how the actual test will be administered . This practice test can also be used to inform parents of the type of test their children will be taking .

Here are some tips for preparing students for the test.

Remind students to:

Relax: It is normal to be somewhat anxious before the test . Remember that the score is only one of a number of measures of performance .

Listen: Listen to and read the test directions carefully .

Plan Use of Time: First, answer all the questions you are sure about . Do not spend too much time on any one question . If a question seems to take too long, skip it and return to it later if you have extra time .

Pause and Think: If you are not sure how to answer a question, carefully read it again . Rule out answer choices that you know are incorrect and then choose from those that remain .

Reading and Language Arts



Part 1

Directions Read the story. Then answer Numbers 1 through 5.

Unexpected Outcome

- 1 Keesha sighed as she reached Mrs. Sampson's front steps. Climbing them slowly, she tried to shake off her disappointment. She had planned to spend her day at the library researching ideas for her history project. Keesha loved learning and could not wait to sit down in front of the computer and find inspiration. Instead, she was spending the day with her neighbor, Mrs. Sampson, because her mother was called to work unexpectedly. Keesha did not want to hurt Mrs. Sampson's feelings, but it was difficult to imagine how the two of them would pass the time.
- 2 Before Keesha could knock, the door opened and Mrs. Sampson stood before her, smiling widely. Though stooped with age, her brown eyes twinkled with warmth as she welcomed her young visitor. Stepping aside, Mrs. Sampson invited Keesha into her warm and cozy living room.
- 3 "Hello, dear," Mrs. Sampson said in a voice that reminded Keesha of warm honey. "I am so happy you are going to spend the day with me. What fun to have a young visitor!"
- 4 "Yes," Keesha replied, offering a smile that did not quite reach her eyes. "What fun."
- 5 Mrs. Sampson chuckled knowingly, causing Keesha's cheeks to redden with embarrassment. "Now, I know this is not the way you had planned to spend your Saturday, but I bet we can find something to keep you occupied."

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6 Mrs. Sampson turned and shuffled off toward the kitchen. “Sit right here in the living room,” she called over her shoulder. “I’ll be right back.”

7 Instead of sitting, Keesha walked slowly around the living room, scanning the trinkets and collectibles lining the shelves and tables. As she turned, a basket sitting on the mantle above the fireplace caught Keesha’s eye. The basket appeared to be intricately woven out of some type of grass, and the result was a beautiful and complex design. It was wide and round at the base, had an impossibly narrow neck that rose up several inches, and was topped with a tiny lid. Keesha was fascinated by how the artist had been able to weave the grass in such a tight pattern. She was still examining the piece when Mrs. Sampson returned with a tray of cookies and two glasses of milk.



8 Keesha pointed out the basket and asked Mrs. Sampson where she had gotten it.

9 “Oh, I made it,” Mrs. Sampson replied in a tone that almost concealed the pride in her voice.

10 Keesha turned and stared open-mouthed at her neighbor. “You made this?” she inquired. “How? When?”

11 Mrs. Sampson threw back her head and laughed long and hard. When she had finally caught her breath, she said, “Well, now, don’t look so surprised, honey. My family has been weaving these sweetgrass baskets for generations. Sweetgrass grows to be more than a foot tall and can be found along the South Carolina coast where I grew up. My mother taught me how to make the baskets. Her mother taught her, and so on.”

12 The two sat in the living room, and for the next half-hour, Mrs. Sampson shared with Keesha the tradition of sweetgrass basket weaving. Keesha sat entranced, nibbling cookies while Mrs. Sampson told her how she began weaving when she was a little girl, much younger than Keesha was now. As she talked, Mrs. Sampson pointed to various examples of her work that were hidden throughout the room: a decorative bowl sitting on a table, several small pieces that looked like vases, and finally, a large basket that sat on the floor next to her rocking chair. Inside, Keesha could see pieces of loose grass waiting to be woven.

13 When Mrs. Sampson paused for a sip of milk, Keesha asked timidly, “Do you think you could teach me how to weave?”

14 Mrs. Sampson was not able to hide the surprise in her eyes. “Why, I would love to do that, and there is no time like the present.”

15 Keesha watched as Mrs. Sampson collected her supplies and then positioned herself next to Keesha. She handed Keesha a small disk of woven grass.

- 16 “This is the base of a basket I started. Why don’t you finish it up for me?” Mrs. Sampson handed Keesha a pointed tool and showed her how to twist, roll, and poke the grass around the base of the basket. Keesha worked diligently to make her grass rolls as tight as the ones she’d seen on Mrs. Sampson’s baskets, but she found herself having to go very slowly in order to maintain the proper technique. As the two worked together, Mrs. Sampson shared stories of her family and spoke with pride about this unique tradition that had been passed down in her family through generations.
- 17 Keesha had doubled the size of her basket base when she was startled by a knock at the door. Looking up, she saw her mother and was stunned when she realized that nearly three hours had passed since she had arrived. Keesha’s mother thanked Mrs. Sampson and then motioned for Keesha to do the same.
- 18 “Thank you for letting me stay with you and for showing me how to weave,” Keesha said formally. Then, grinning shyly, she asked, “Do you think I could come over next Saturday and learn how to build the sides of my basket?”
- 19 Mrs. Sampson smiled happily. “Well, now, I think that would be just fine.”
- 20 After they said their goodbyes, Keesha and her mother walked back across the lawn toward their house.
- 21 “How about I take you to the library so you can research ideas for your history project topic?” Mom asked.
- 22 Keesha smiled and put an arm around her mother’s waist. “I definitely need to go to the library, but not for a topic.”
- 23 Keesha laughed at her mother’s puzzled look. “I need to find sources on the history of basket weaving.”

1 Read this sentence from Paragraph 7.

The basket appeared to be intricately woven out of some type of grass, and the result was a beautiful and complex design.

In the sentence, the word intricately means

- A not long past; recently.
- B in a complicated or elaborate way.
- C without a defined plan or course of action.
- D in a rapid manner; hurriedly.

2 Based on the story, what can the reader infer about Keesha's personality?

- A Keesha is curious.
- B Keesha is cautious.
- C Keesha is humorous.
- D Keesha is adventurous.

3 What is the main idea of Paragraphs 11 and 12?

- A Mrs. Sampson explains to Keesha that many people want to learn to make sweetgrass baskets.
 - B Mrs. Sampson shares with Keesha that many people in South Carolina make sweetgrass baskets.
 - C Mrs. Sampson lets Keesha know how much she enjoys displaying sweetgrass baskets in her home.
 - D Mrs. Sampson tells Keesha about the historical tradition of making sweetgrass baskets.
-

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4 In the story, Keesha's character traits are best revealed by what

- A Mrs. Sampson says to Keesha.
- B Mrs. Sampson thinks to herself.
- C Keesha says to Mrs. Sampson.
- D Keesha's mother says about Keesha.

5 Which literary element is present in this story?

- A a flashback to Mrs. Sampson's childhood days
- B foreshadowing of Keesha weaving her own baskets
- C the irony that Keesha enjoys what she was dreading
- D symbolism of a basket representing the family

Directions **Brian gave this speech in his social studies class. Read the speech and answer Numbers 6 through 15.**

Taking a Break from Technology

- 1 For many people, being without any electronic devices creates an uneasy feeling. I recently experienced a weekend without electronics. I am now convinced that all people can benefit from turning off their electronics from time to time. Allow me to share my experience.
- 2 Last month, my family and I drove to my Aunt Nan's home, which is in a remote mountain village. My aunt was preparing to move closer to where we live. The purpose of our visit was to help her pack her belongings. During the long car ride, my dad informed us that Aunt Nan's style of living was more primitive than we were accustomed to. We wouldn't hear cell phones ring because signals for electronic devices are not reliable in the mountains. My dad also told us that Aunt Nan had a television but received very few channels. My mother added that my aunt doesn't own a computer and that I would need to write my English paper on Aunt Nan's typewriter. I felt panic rising at the thought of having to write without spell check.
- 3 Once we finally arrived at Aunt Nan's house, there was plenty of work to do. We organized books, packed household items, and moved boxes into the garage. Very quickly, however, I realized that it was difficult to figure out what to do in my free moments. I was used to watching television or DVD movies in my spare time. I was becoming restless.
- 4 I'm sure that adults you know have shared anecdotes about when they were kids. They frequently tell us stories about the games they played and how they had time to think quietly when they were our age. I had never understood why thinking quietly was a good thing. Our parents grew up at a time when electronic devices were not advanced, so instant communication with friends and family wasn't even possible. Cordless phones and cell phones hadn't been invented. Even stranger is the fact that until the 1980s, most computers were bigger than refrigerators. E-mail was extremely rare and instant messaging had yet to be invented.
- 5 Once the packing was finished, there seemed to be nothing else to do. All the quiet thinking time made me uncomfortable, so I began writing my English paper using my aunt's typewriter. A story idea popped into my head right away. I wrote about a futuristic fantasy world that was suddenly deprived of all electronic devices. The old typewriter was fun to use, but I had to be a lot more careful about making typing mistakes since there was no delete key. The best part of using the typewriter was hearing the clacking sound that the keys made and the dinging of a bell when I finished typing every line.



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6 I soon finished my paper. Reflecting on some of the stories my parents had shared with me helped me write my own story. My characters had time to hike, draw, make unusual crafts, and design original games using everyday objects—much like my parents and grandparents did. The process of putting these ideas on paper made me think that our dependence on electronics has dulled our creativity.



7 On the last night of our trip, my family gathered on my aunt's porch and regarded the mountain view for the last time. I entertained everyone by reading my story to them. At the end of the story, everyone clapped and cheered. Even I grinned sheepishly; I understood the irony of borrowing their stories to write my own. With my paper I was admitting that life and even fun are possible without telephones, or televisions, or movies.

8 I must admit that the temporary loss of electronic devices was a positive experience. I learned that having time to think quietly is refreshing. I also learned that I didn't miss the constant interruptions from phone calls or texts during conversations with my family. Spending time without television or instant messages actually seemed to enhance my creativity. As further proof of the benefits of time without modern devices, I was able to complete my school assignment easily. Happily, I got an "A" on my short story.

9 I hope my speech convinces you that there are advantages to turning off electronic devices once in a while. In short, I think that our reliance on electronics limits our ability to concentrate and think creatively. I challenge you to spend a Saturday, or even a whole weekend, without turning on any electronic devices. Maybe you will discover the benefit of thinking quietly as well.

6 Read this excerpt from Paragraph 2.

During the long car ride, my dad informed us that Aunt Nan's style of living was more primitive than we were accustomed to. We wouldn't hear cell phones ring because signals for electronic devices are not reliable in the mountains. My dad also told us that Aunt Nan had a television but received very few channels. My mother added that my aunt doesn't own a computer and that I would need to write my English paper on Aunt Nan's typewriter.

What does primitive mean?

- A quiet
- B miserable
- C self-centered
- D old-fashioned

7 Read this sentence from Paragraph 7.

On the last night of our trip, my family gathered on my aunt's porch and regarded the mountain view for the last time.

What does the underlined word mean?

- A discussed
- B photographed
- C appreciated
- D remembered

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8 Which sentence from the speech is the thesis statement?

- A For many people, being without any electronic devices creates an uneasy feeling.
- B I am now convinced that all people can benefit from turning off their electronics from time to time.
- C Our parents grew up at a time when electronic devices were not advanced, so instant communication with friends and family wasn't even possible.
- D The process of putting these ideas on paper made me think that our dependence on electronics had dulled our creativity.

9 What can Brian do to best engage his audience?

- A speak in a soft tone of voice
- B look at the back wall of the room
- C pronounce words clearly
- D read directly from notecards

10 Before writing his speech, Brian organized his ideas.

Introduction Time without Technology Closing Remarks
--

Where should he place “Results of the Experience”?

- A before the Introduction
- B after the Introduction
- C before the Closing Remarks
- D after the Closing Remarks

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11 Which paragraph is a critique of the speech?

- A Brian spends a weekend without access to electronics. He finds that he can write a paper quicker without the constant interruptions, as well as help his aunt pack for her move. He even enjoys his break from electronics.
- B In a world of instant communication, tremendous importance is placed on a person's electronic devices. Brian would like to change this dependence. He proposes that people give up electronics for a day and realize the benefits that an electronic-free day has to offer.
- C Texting, using the Internet, and playing video games are relaxing activities for some people. As a result, for many, the thought of a day without cell phones, e-mails, or television is a day full of anxiety. However, Brian believes that people may find the opposite is true.
- D Brian makes some interesting points, but he presents no research findings to support his recommendation. Brian's experience seems to have convinced him, but listeners may want a second opinion. Some people think that electronics make them more creative.

12 After listening to the speech, a student wants to research Brian's claims about the use of electronic devices. Choose the most focused research topic.

- A why students use cell phone applications
- B how cell phone use affects concentration
- C the impact of computer use in schools
- D the effect of computers on everyday life

13 Which excerpt from the speech is an opinion?

- A My aunt was preparing to move closer to where we live.
- B The purpose of our visit was to help her pack her belongings.
- C My characters had time to hike, draw, make unusual crafts, and design original games . . .
- D . . . life and even fun are possible without telephones, or televisions, or movies.

- 14 Which picture could Brian use to make the speech more effective?
- A a person texting on a cell phone
 - B a person carrying packing boxes
 - C a photograph of him with his family
 - D a person enjoying a scenic view
- 15 Brian most likely included the picture of him on his aunt's porch to show
- A how easy it was for him to write the story for class.
 - B the mountainous area in which she lived.
 - C the family having fun without computers and video games.
 - D why the story he wrote was so successful.

Directions **Felicity wrote this report. It contains mistakes. Read the report and answer Numbers 16 through 25.**

How Chameleons Change Color

- 1 No lizard is as interesting, or as misunderstood, as the chameleon. One myth about chameleons seems almost universally believed: they change color to blend in with their environment. People may believe this myth because they usually see a green chameleon perched on a green leaf however this myth is not true. Chameleons don't change their skin color in order to match their environments; they change color depending on light and temperature. They also use color to express their moods.
- 2 Approximately one hundred different species of chameleons exist. Although these different species of chameleons live in a variety of environments and are many different colors, they do share common skin characteristics. They have very thin skin, and underneath their skin are several layers of cells called chromatophores, which can be stimulated to produce many different shades of color. There are two layers of chromatophores just underneath the skin. The upper layer has red and yellow chromatophores, and the lower layer has blue and white chromatophores. These three primary colors, red, blue, and yellow, plus white, can produce many shades of color, from green to orange to black.
- 3 In contrast, if the weather is cold, the chameleon's brain sends a message to the skin to activate the blue and red cells. The blue and red cells grow more large and show through the lizard's thin skin. This makes the color of the chameleon darker and allows the lizard to absorb heat more from the sun.
- 4 Chameleons fascinate people because they change color, but how they change color is just as amazing. The stimulation of chromatophores located below the skin creates these colors. Although they don't change color to blend in with their environments, they do change color in response to their own feelings. Chameleons might change their color just to feel more comfortable. Many people may still believe that chameleons change color to conform to their environments.
- 5 In hot weather, the chromatophores with the lighter yellow and white colors grow larger, reflecting the sun and the heat. Chameleons can also change color to show anger; some change to black, while others become yellow.

16 Read this sentence from Paragraph 3.

The blue and red cells grow more large and show through the lizard's thin skin.

Choose the correct way to write the underlined part of the sentence.

- A most larger
- B more largest
- C larger
- D largest

17 Read this sentence from Paragraph 3.

This makes the color of the chameleon darker and allows the lizard to absorb heat more from the sun.

Choose the sentence that shows the correct use of prepositional phrases.

- A This makes the color of the chameleon darker from the sun and allows the lizard to absorb of heat more.
- B This makes the color of the chameleon darker and allows the lizard to absorb more heat from the sun.
- C This makes the color of the chameleon darker from the sun and allows the lizard to absorb heat more.
- D This makes the color of the chameleon darker and allows the lizard to absorb more of the sun from the heat.

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18 Which would make the best subtitle for this report?

- A The effects of light, temperature, and mood
- B Making blue, red, and yellow cells visible
- C Not just active, but adaptable too
- D They are interesting creatures

19 Paragraph 5 is incorrectly placed in the report. Where should it be moved?

- A before Paragraph 1
- B before Paragraph 2
- C before Paragraph 3
- D before Paragraph 4

20 Read these sentences from Paragraph 5.

In hot weather, the chromatophores with the lighter yellow and white colors grow larger, reflecting the sun and the heat. _____, chameleons can also change color to show anger; some change to black, while others become yellow.

Choose the transition word or phrase that belongs in the blank.

- A Nevertheless
- B Accordingly
- C Therefore
- D Likewise

21 Which sentence from the report is the thesis statement?

- A One myth about chameleons seems almost universally believed: they change color to blend in with their environment.
- B Chameleons don't change their skin color in order to match their environments; they change color depending on light and temperature.
- C Although these different species of chameleons live in a variety of environments and are many different colors, they do share common skin characteristics.
- D These three primary colors, red, blue, and yellow, plus white, can produce many shades of color, from green to orange to black.

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22 Read this sentence from Paragraph 4.

Chameleons fasinate people because they change color, but how they change color is just as amazing.

Choose the correct way to spell the underlined word.

- A facsinate
- B facsenate
- C fascinate
- D fascenate

23 Which sentence is the best conclusion for Paragraph 1?

- A So it is most important to find out about how changes in chameleons' bodies can produce such a variety of colors.
- B People often create myths to explain things they don't understand in the natural environment.
- C Temperature has a profound effect on the current color of a chameleon, and it is important to study this.
- D The mood of most lizards causes interior as well as exterior changes, so this must be determined.

24 Which fact would make the best addition to Paragraph 2?

- A Other types of lizards, such as geckos, also have very thin skin.
- B Although all chameleons change color, some can only display brown tones, whereas others can create vibrant hues.
- C Like lizards, fish have interesting cellular activity, but their skin cells also function as added insulation.
- D Chameleons are interesting pets to own because they turn so many different colors.

25 Which sentence from Paragraph 4 is unnecessary?

- A The stimulation of chromatophores located below the skin creates these colors.
- B Although they don't change color to blend in with their environments, they do change color in response to both their environments and their own feelings.
- C Chameleons might change their color just to feel more comfortable.
- D Many people may still believe that chameleons change color to conform to their environments.

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Directions **Read and answer Numbers 26 through 28.**

26 Which sentence correctly uses quotation marks?

- A “Yes,” he said with a nod of agreement, “the park should stay open until 9:00 p.m.”
- B Mrs. Crandall proclaimed with excitement, “Today is the day that we begin our masterpieces”!
- C “Darla patted her friend on the back and assured her that Everything will work out.”
- D “I want to know why you are so late?” Mr. Grieg “began impatiently.”

27 Which sentence is written incorrectly?

- A Some people feel that the speaker’s use of the word **monstrous** to describe the painting is extreme.
- B Writing a paper about a creative work such as a poem or essay is itself an act of **creation**.
- C Examining **Chart 3** should have been enough to convince even the strictest critic.
- D Stevens’ novel **Chance or Choice** is one of those books many people read again and again.

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Part 2

Directions Read the poem. Then answer Numbers 28 through 32.

Save My Place

Save my place, would you? I
hate being in line,
Though everyone says that this show is so fine,
I don't want to be here until I'm one hundred-nine.
5 So please be kind and save my place!

Save my place, would you? I
just need a drink,
It's as dry and dusty as a desert, I think. They
should put up an awning, or install a sink. I need
10 to cool off but am coming right back!

Save my place, won't you? I
must get a hat
To protect me from overhead birds that go splat When they
twitter and flutter above our heads — SCAT! There they
15 are! Just please save my place!

Save my place, will you? I
need to sit down,
For my legs are all shaky from standing around,
And I've wrinkled my glittery, pretty princess gown!
20 I'm the Queen, so you must save my place!

Save my place, servants!
A queen needs her throne!
You others can stand here, but I sit alone.
While you work at the waiting game, I moan and I groan
25 "Hurry UP! Why can't we go in?"

Save my place — what happened?
Now where is that line
To get into the show that they say is so fine? Do
you have your ticket? I think I've lost mine. I
30 thought you were saving my place!



28 Read Line 20.

I'm the Queen, so you must save my place!

The author uses metaphor in this line to

- A show the conceit of the speaker.
- B show the acting skills of the speaker.
- C explain why others follow the speaker's orders.
- D explain the speaker's reasons for making requests.

29 The author wrote this poem to

- A persuade readers to attend special performances.
- B inform readers about proper etiquette while waiting in line.
- C describe for readers what it is like to obtain tickets to a special show.
- D entertain readers with a funny situation involving the speaker.

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30 Which sentence best states the theme of the poem?

- A Some people believe they are better than others.
- B Waiting patiently demonstrates courteous behavior.
- C There are many ways to deal with difficult people.
- D Making demands of others shows confidence.

31 Read Lines 27 through 29.

Now where is that line
To get into the show that they say is so fine?
Do you have your ticket? I think I've lost mine.

The sound effect used most in these lines is

- A accent to stress the thoughts of the speaker.
- B rhyme to emphasize a sense of playfulness.
- C alliteration to add excitement to the speaker's feelings.
- D onomatopoeia to share the concern in the speaker's voice.

32 What is the speaker's main conflict?

- A person vs. environment
- B person vs. technology
- C person vs. person
- D person vs. self

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Directions **Read the passage. Then answer Numbers 33 through 38.**

Lumberjack Art

- 1 When people think of an artist, they probably do not imagine a lumberjack cutting down trees with a chainsaw. People are more likely to imagine a sculptor working with clay and marble. Yet many lumberjacks consider themselves to be artists. Instead of patiently chipping away at a large block of marble, however, lumberjacks use chainsaws to carve their masterpieces from wood.

Folk Art

- 2 Wooden sculptures created with chainsaws are perfect examples of folk art. Everyday tools are used to create art that focuses on subjects found in nature, such as bears or other forest animals. Modern lumberjacks work in forested areas and use chainsaws daily, so they are inspired on a regular basis to carve their wooden sculptures. Not all lumberjacks are artists, but some chainsaw artists have been lumberjacks.
- 3 A lumberjack who is also an artist might cut down a tree during a workday. If the stump, or the bottom of the tree, is a good size, the artist might be motivated to sculpt the stump into the shape of a forest animal. The chainsaw artist might also carve other large blocks of wood. Sometimes a homeowner might cut down a tree in the yard and then hire a chainsaw artist to create an outdoor sculpture from the stump. So, this art owes its origins to everyday tasks and nature.



© Keith Morris/Alamy #BC56NK

Artist carving an owl

Artistic Variety

4 The origins of chainsaw art may be humble, but the practice has expanded well beyond turning a backyard stump into a pretty memory of the tree that once stood there. Chainsaw artists today often purchase the wood they use. In some ways they are like traditional woodcarvers. One artist said that using chainsaws is simply more practical. This person began his work as a traditional woodcarver — that is, he used hand tools to carve the wood into the shapes he wanted. To save time, he began using a chainsaw to remove some portions of the wooden block. This artist realized that the chainsaw not only trimmed down large pieces of wood quickly, but it also produced a distinctive and beautiful pattern on the wood. These patterns would not be seen in other pieces of art. Eventually, the artist began using the chainsaw for nearly all of his carvings.

5 Because these chainsaw artists use large sections of trees, they like to create outdoor wildlife sculptures. Moose are popular subjects, as are wolves and raccoons. One popular sculpture is the mascot of the National Forest Service, Smokey Bear. People sometimes want mascots of their favorite sports teams too.

Potential Pitfalls

6 Chainsaw artists must be aware of several potential problems in their work. Possible challenges involve the limitations of the wood they use. Some blocks of wood have knots, or hard dark circles, in them, and the artist has to take these flaws into consideration when planning a design. Dealing with such pitfalls is important to completing a beautifully finished product.

7 The age of the wood after it is cut is another challenge for the artist to consider. Experienced chainsaw artists do not waste their time carving wood that has not cured or dried out. Such wood is referred to as “green” or “raw.” If an artist carves a green log, the sculpture is more likely to crack and split as it dries. Using dried wood helps prevent this problem, and once the sculpture is finished, wood oil or varnish can be used to protect it. Careful treatment is particularly important with chainsaw art. After all, these sculptures are typically intended to be displayed outdoors in all kinds of weather.

Art Events

8 Chainsaw art is not only displayed outdoors; it is often created in very public outdoor places as well. Some sculptors carve on the street or directly in front of their shops. These exhibitions of their skill help them draw customers. Indeed, people often appreciate the art more when they are aware of the process used to create it. Each year, there are many gatherings of chainsaw artists at which they can demonstrate their techniques as well as show off their artwork. These events, like Pennsylvania’s annual Ridgeway Chainsaw Carver’s Rendezvous, give artists a chance to impress onlookers with skills such as speed, subject matter, and artistry. Tens of thousands of spectators attend the Rendezvous annually.



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Bear chainsaw sculpture

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The Art of the Chainsaw

- 9 However unusual it may seem, chainsaw art is here to stay. People who use tree trunks and their work tools to create art may not fit our image of typical artists. However, it is good to remember that even sculptors who create masterpieces from marble use power tools these days. Of course, the ultimate test of success for any type of art is the enthusiasm and acceptance of the public. That verdict is in: people love watching chainsaw artists work, and people love the sculptures they create.

33 Read this sentence from Paragraph 8.

These exhibitions of their skill help them draw customers.

What does the underlined word mean as used in this sentence?

- A sketch
- B extend
- C compose
- D attract

34 Read this excerpt from Paragraph 4.

This artist realized that the chainsaw not only trimmed down large pieces of wood quickly, but it also produced a distinctive and beautiful pattern on the wood. These patterns would not be seen in other pieces of art.

Choose a synonym for the underlined word.

- A smooth
- B fancy
- C ideal
- D unusual

- 35 Which source would provide the most reliable information about where lumberjack artists display their work?
- A an online article discussing a lumberjack artist
 - B an advertisement for upcoming lumberjack art exhibitions
 - C a newspaper feature about the techniques used by a lumberjack artist
 - D an eyewitness account of the judging process for a lumberjack art competition
- 36 Which statement from the passage is an opinion?
- A The chainsaw artist might also carve other large blocks of wood.
 - B Chainsaw artists today often purchase the wood they use.
 - C Eventually, the artist began using the chainsaw for nearly all of his carvings.
 - D Dealing with such pitfalls is important to completing a beautifully finished product.

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- 37 Which statement from the passage best supports the idea that chainsaw art is gaining more appreciation?**
- A One popular sculpture is the mascot of the National Forest Service, Smokey Bear.
 - B Some sculptors carve on the street or directly in front of their shops.
 - C Each year, there are many gatherings of chainsaw artists at which they can demonstrate their techniques as well as show off their artwork.
 - D Of course, the ultimate test of success for any type of art is the enthusiasm and acceptance of the public.
-
- 38 Lydia is preparing a presentation on lumberjack art for her art class. Which visual image will best enhance her report?**
- A a picture of a lumberjack cutting down a tree
 - B a video showing lumberjack artists working
 - C a cartoon drawing of a lumberjack at work
 - D a poster with pictures of known lumberjack artists

Directions **Thea wrote this report for her science class. It contains mistakes. Read the report and then answer Numbers 39 through 47.**

Green Jeans

(1) Many people concerned with keeping Earth clean choose to act in a way that helps grass and trees stay green and healthy. (2) So people recycle or work to help the environment, they are “going green.” (3) Now a person can even go green while they purchase a pair of jeans. (4) The Levi Strauss Company a leader in the clothing industry has started using all-natural materials to create its new line of jeans. (5) These all-natural, or organic, materials used in the product benefit Earth because they are grown using less pesticide. (6) Therefore, fewer harsh chemicals enter Earth’s soil and water supply. (7) Additionally, even the process the company uses to make these jeans are minimizing damage to Earth. (8) The new jeans reflect the companys plans to protect the environment.

(9) The materials used for the new Levi’s® jeans come from nature, the denim cloth is made from 100 percent organic cotton. (10) The wasteband buttons are fashioned from coconut shells. (11) All-natural products such as, potatoes mimosa flowers starch and a special French soap are mixed together to give the jeans a blue color. (12) The materials used are safe for the environment and protect the planet. (13) These materials produced a great pair of pants.

(14) The way the Levi Strauss Company makes jeans is as important as using natural products. (15) The company uses a new process that avoids wasting natural resources. (16) For example, a study showed that about 920 gallons of water was needed when each pair of Levi’s jeans was produced. (17) That water is like running for 106 minutes through a garden hose. (18) With this new process, 28 percent less water is used while manufacturing Levi’s “Water<Less”™ jeans.

(19) Levi Strauss is not the first company to make Earth-friendly clothing. (20) However, among all major brands, it’s the first company to offer fully organic denim jeans. (21) It is hoped that more companies will follow the example of the Levi Strauss Company. (22) This could mean that consumers will stop wearing “blue jeans” and start wearing “green jeans.”

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39 Read Sentence 3.

Now a person can even go green while they purchase a pair of jeans.

Which sentence corrects the pronoun-antecedent agreement error?

- A Now a person can even go green while we purchase a pair of jeans.
- B Now people can even go green while he or she purchases a pair of jeans.
- C Now people can even go green while they purchase a pair of jeans.
- D Now a person can even go green while you purchase a pair of jeans.

40 Read Sentence 4.

The Levi Strauss Company a leader in the clothing industry has started using all-natural materials to create its new line of jeans.

Which revision uses an appositive phrase correctly?

- A The Levi Strauss Company a leader in the clothing industry, has started using all-natural materials to create its new line of jeans.
- B The Levi Strauss Company a leader in the clothing industry has started using, all-natural materials, to create its new line of jeans.
- C The Levi Strauss Company, a leader in the clothing industry, has started using all-natural materials to create its new line of jeans.
- D The Levi Strauss Company, a leader in the clothing industry has started using all-natural materials to create its new line of jeans.

41 Read Sentence 7.

Additionally, even the process the company uses to make these jeans are minimizing damage to Earth.

Choose the best revision of the underlined words.

- A minimize
- B minimizes
- C have minimized
- D correct as is

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42 Read Sentence 2.

So people recycle or work to help the environment, they are "going green."

Which subordinating conjunction best replaces the underlined word?

- A Before
- B When
- C How
- D Unless

43 Read Sentence 17.

That water is like running for 106 minutes through a garden hose.

What is the ~~best~~ way to write this sentence?

- A That is like running water through a garden hose for 106 minutes.
- B That is, running water through a garden hose for like 106 minutes.
- C Through a garden hose, that water is like running for 106 minutes.
- D Correct as is

44 Read Sentence 11.

All-natural products such as, potatoes mimosa flowers starch and a special French soap are mixed together to give the jeans a blue color.

Choose the revision that shows correct comma usage in the sentence.

- A All-natural products, such as potatoes, mimosa, flowers, starch, and a special French, soap are mixed together to give the jeans a blue color.
- B All-natural products such as potatoes, mimosa flowers, starch and a special French soap are mixed together to give the jeans a blue color.
- C All-natural products, such as, potatoes mimosa flowers starch and a special French soap are mixed together to give the jeans a blue color.
- D All-natural products, such as potatoes, mimosa flowers, starch, and a special French soap, are mixed together to give the jeans a blue color.

45 Read Sentence 9.

The materials used come from nature for the new Levi's® jeans, the denim cloth is made from 100 percent organic cotton.

What is the best way to correct this run-on sentence?

- A The materials used come from nature for the new Levi's® jeans; and the denim cloth is made from 100 percent organic cotton.
- B The materials used come from nature for the new Levi's® jeans, since the denim cloth is made from 100 percent organic cotton.
- C The materials used come from nature for the new Levi's® jeans; the denim cloth is made from 100 percent organic cotton.
- D The materials used come from nature for the new Levi's® jeans, but with denim cloth made from 100 percent organic cotton.

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46 Read Sentences 12 and 13.

The materials used are safe for the environment and protect the planet. These materials produced a great pair of pants.

What is the best way to combine these sentences?

- A Because both protecting the planet and producing a great pair of pants are safe for the environment, these materials are used.
- B The materials used are safe for the environment and protect the planet, or a great pair of pants is produced from these materials.
- C The materials used are safe for the environment and protect the planet a great pair of pants is produced from these materials.
- D Using materials that are safe for the environment protects the planet; it produces a great pair of pants too.

47 Which sentence, if added, would best support the ideas presented in the third paragraph?

- A More than just one company can save money by conserving water.
- B The company now saves more than one million gallons of water annually.
- C When a company makes small changes in production it can have a positive impact on the environment.
- D This company is conserving water in a way that customers can copy by simply washing their jeans in cold water.

Directions **Read the flier. Then answer Numbers 48 through 54.**

Announcing Hamilton School District's Annual Creative Writing Contest

Are you the next J.K. Rowling, Judy Blume, E.B. White, or Dr. Seuss?
If you think so, start writing!

Deadline: February 14, 2012

Awards: One award per grade and category	
First prize*	\$50 gift card: Bound to Be Read Bookstore
Second prize	\$25 certificate: Page-Turner's Used Books
Third prize	One-year subscription: <i>Kids Write Magazine</i>



*First-place winners will also receive invitations (for themselves and a guest) to the awards luncheon. Winners will be invited to read their winning entries.

Contest Details



- Students in Grades 4 through 12 are encouraged to participate.
- Categories for submissions include fiction, poetry, and nonfiction.
- Prizes will be awarded in EACH category for every grade level.
- Student writing must be based on the specific themes outlined below.
- All entries must be original and follow the submission guidelines.
- Students may submit only one entry.

Creative Writing Categories



Fiction: These original stories should be no more than 1500 words in length. Common fictional elements such as setting, plot, and character development, as well as traditional literary devices should be included. The theme should center on overcoming a challenge.

Poetry: Rhyming or non-rhyming poetry that tells a story (narrative) or describes feelings, impressions, and thoughts (lyric) must not exceed 250 words. The theme should center on a season (winter, spring, summer, fall).

Go On ►

Nonfiction: Prose that contains facts but is written with literary devices and original style must be limited to 1000 words. The theme should center on an important event in your life.

Submission Guidelines



- Each school will set up a submission drop-off box in the school office.
- Submissions will be accepted from January 20 until 3:30 P.M. on February 14.
- Winners will be announced at each school on April 2.

Submission Instructions



1.) Format:

- Times New Roman font, point size 12
- Fiction and Nonfiction, double-spaced
- Poetry, single-spaced

2.) Heading on the upper left corner of each page should include:

- Contestant's full name
- Grade
- School's name
- Category of the work (Fiction, Poetry, Nonfiction)

3.) All copies should be grammatically correct and contain no spelling errors.

4.) Keep a copy of your submission because the work will not be returned.

5.) Use one large manila envelope to submit the entry form with the entry.
Label the outside front of the envelope with the following information:

- Contestant's full name
- Grade
- School name

6.) Place your envelope in your school's drop-off box by the stated deadline.

Follow the guidelines closely, and good luck!



48 Presenting the flier to students will most likely cause them to

- A experiment with different literary features in their writing.
- B model their writing after that of their favorite authors.
- C consider publishing more of their writing in the future.
- D become excited about writing for a genuine purpose.

49 Read the analogy.

Narrative is to story as lyric is to _____.

Which word best completes the analogy?

- A rhyming
- B poetry
- C feelings
- D theme

50 According to the awards chart, the creator of the contest believes that

- A students who write also enjoy reading.
- B different competitions appeal to different students.
- C winners should be able to select their prizes.
- D interested students will be able to write well.

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- 51 Which question is answered in the section “Submission Guidelines”?
- A What is the appropriate heading for each page?
 - B What is expected of entries in each writing category?
 - C When will entries be accepted for award consideration?
 - D When is the award luncheon for the first-place winners?
- 52 Based on the flier, which information is important for students to include in submissions for the fiction category?
- A a description of a personal experience
 - B the characters’ reactions to difficulty
 - C a setting that clearly defines a season
 - D the point of view of an all-knowing narrator

53 According to the prizes on the chart, the reader can conclude that

- A more second- and third-place prizes will be distributed than first-place prizes.
- B more first-place prizes will be awarded to Grade 12 students than Grade 4 students.
- C a certificate for Page-Turner's Used Books is more appealing than a gift card for the Bound to Be Read Bookstore.
- D a one-year subscription to Kids Write Magazine costs less than the certificate to Page-Turner's Used Books.

54 The primary purpose of the flier is to

- A share information about some famous authors.
- B describe the different types of creative writing.
- C explain how participation can improve writing skills.
- D provide information necessary to enter the writing contest.

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Directions **Read and answer Numbers 55 through 59.**

55 Choose the sentence that uses the underlined word correctly.

- A My sister set at her desk in homeroom surrounded by her friends.
- B “Peter,” said Ms. Smith, “you can sit the book on the table by the door.”
- C Mr. Washington likes to sit at his workbench in the evenings.
- D Connie said, “You will all have to set very still for the photographer.”

56 Cheryl calls on other members of her project group to find out what their progress has been. She is most likely the group’s

- A leader.
- B recorder.
- C timekeeper.
- D information gatherer.

57 The bus routes and pickup times for a school district will change when the new school year begins. What is the best way for the superintendent to convey this information to families in the school district?

- A announce instructions over the school loudspeaker
- B post changes on a bulletin board at the school
- C send a letter to parents in the school district explaining the new plan
- D present a speech about the changes at a school board meeting

58 Read this paragraph from an essay about the life cycle of dragonflies.

Dragonflies have a variety of shapes and dazzling colors, but all experience the same life cycle. So beloved are dragonflies that many countries feature them on stamps. Beginning as eggs, they hatch and enter a larval stage spent in the water. At this point in its development, the dragonfly is called a "nymph." As the nymph grows, it becomes more like an adult dragonfly. In fact, near the end of the nymph stage, dragonflies look much like wingless dragonflies. Finally, the wings emerge, and the adult dragonfly achieves the familiar form most people recognize.

Which sentence should not be included in the paragraph?

- A Dragonflies have a variety of shapes and dazzling colors, but all experience the same life cycle.
- B So beloved are dragonflies that many countries feature them on stamps.
- C As the nymph grows, it becomes more like an adult dragonfly.
- D Finally, the wings emerge, and the adult dragonfly achieves the familiar form most people recognize.

59 Look at this photograph.



A public service group is using this photograph in a poster promoting the health benefits of eating fruits and vegetables. Which caption would be best for the poster?

- A Just What the Doctor Ordered!
- B An Apple a Day!
- C Time to Eat Your Vegetables!
- D Fresh from the Garden!

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PAGE

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Reading and Language Arts Answer Key

Quest #	SPI	Answer		Quest #	SPI	Answer
1	1.18	B		31	8.8	B
2	5.8	A		32	8.9	C
3	6.2	D		33	1.17	D
4	8.6	C		34	1.19	D
5	8.7	C		35	4.2	B
6	1.21	D		36	5.2	D
7	1.20	C		37	6.2	C
8	2.3	B		38	7.2	B
9	2.4	C		39	1.1	C
10	2.5	C		40	1.11	C
11	2.9	D		41	1.2	B
12	4.1	B		42	1.4	B
13	5.2	D		43	1.5	A
14	7.2	D		44	1.6	D
15	7.4	C		45	1.8	C
16	1.3	C		46	1.7	D
17	1.5	B		47	3.6	B
18	3.10	A		48	5.3	D
19	3.4	C		49	5.5	B
20	3.5	D		50	5.8	A
21	3.3	B		51	6.1	C
22	1.16	C		52	6.2	B
23	3.8	A		53	6.4	D
24	3.9	B		54	8.12	D
25	3.7	D		55	1.9	C
26	1.15	A		56	2.8	A
27	1.13	B		57	3.13	C
28	8.10	A		58	4.5	B
29	8.12	D		59	7.5	A
30	8.5	A				

